

# DAY 3

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## Fall 2015 Professional Learning High School

# Welcome Back

Hello  
my name is



# Digital Parking Lot

## Padlet (Grades 9-12)

*used during the sessions to get constant feedback*

# Series “I Can” Statements

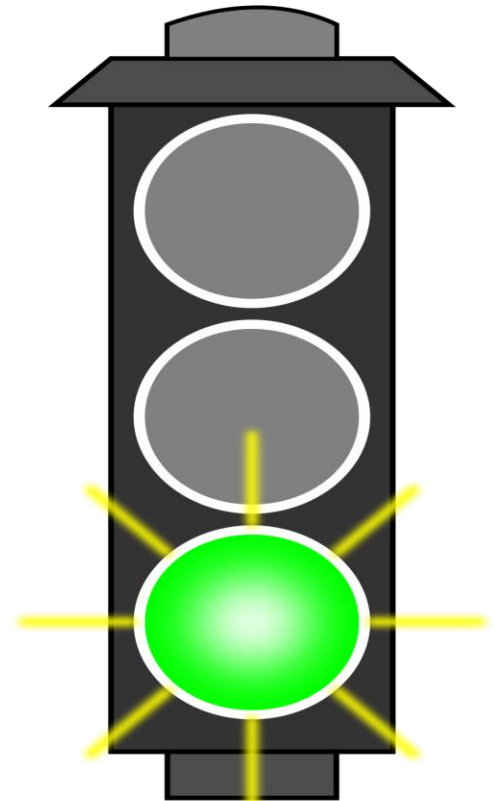
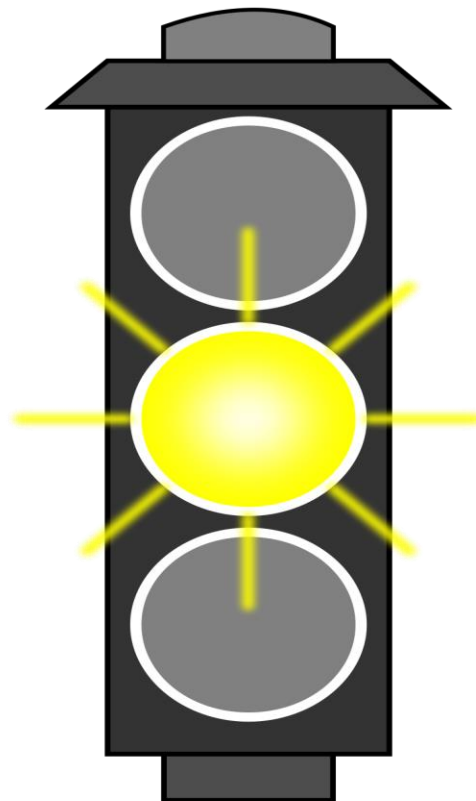
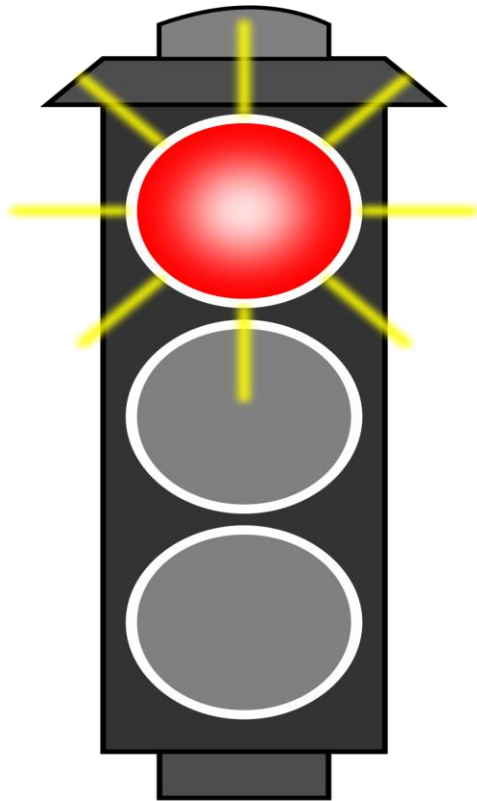
**Day 1:** I can incorporate the Inquiry-Based Literacy Standards to guide student learning.

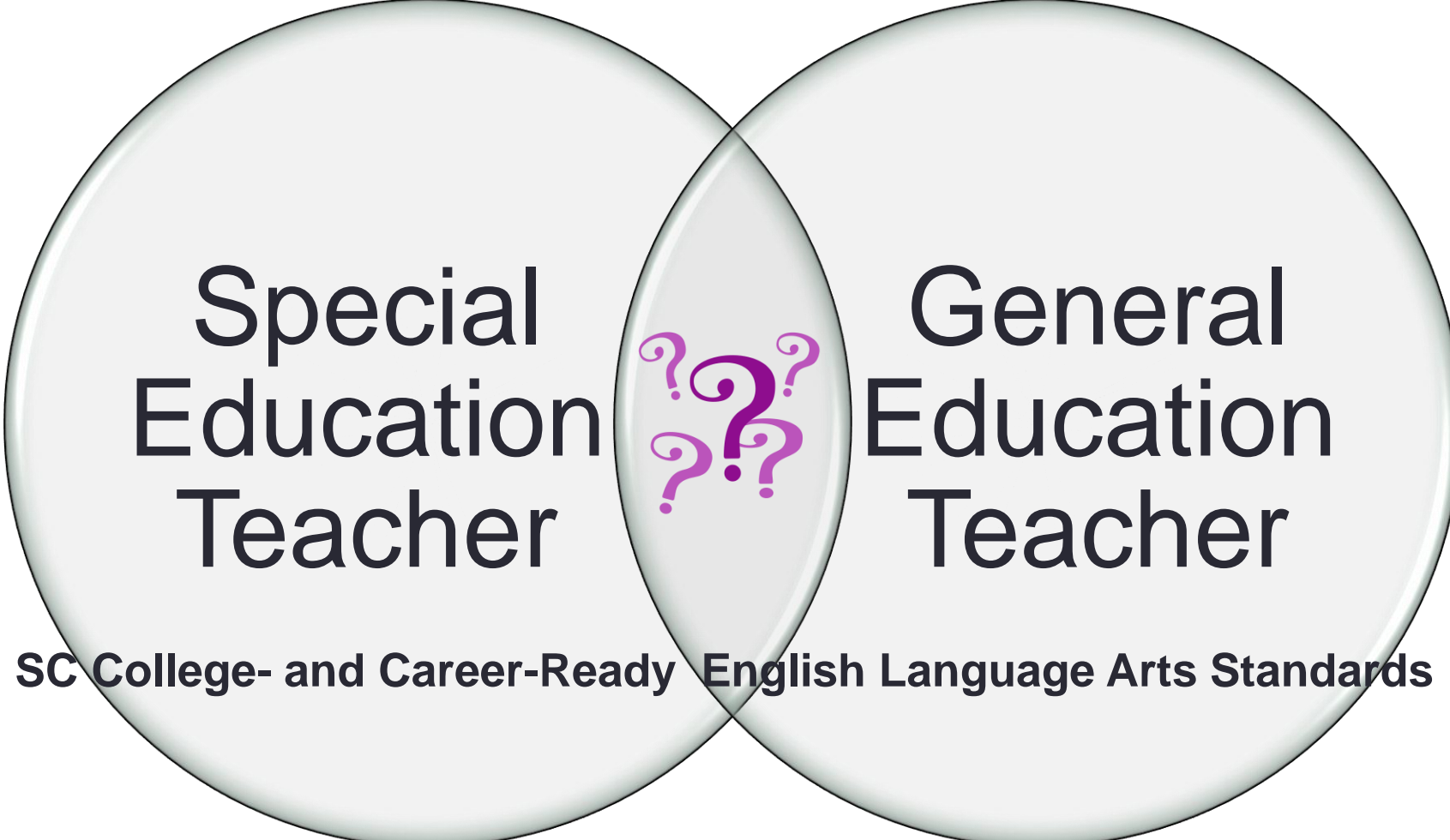
**Day 2:** I can model the use of the Fundamentals of Reading as I teach the Reading-Literary and Reading-Informational Text Standards.

**Day 3:** I can model the use of the Fundamentals of Communication as I teach the Reading-Literary, Reading-Informational Text, Writing, and Communication Standards.

**Day 4:** I can model the use of the Fundamentals of Writing as I teach the Writing, Reading-Literary, and Reading-Informational Text Standards.

# Review of Days 1 and 2





A Venn diagram consisting of two overlapping circles. The left circle is labeled 'Special Education Teacher' and the right circle is labeled 'General Education Teacher'. The overlapping area in the center contains five purple question marks. Below the circles, the text 'SC College- and Career-Ready English Language Arts Standards' is written.

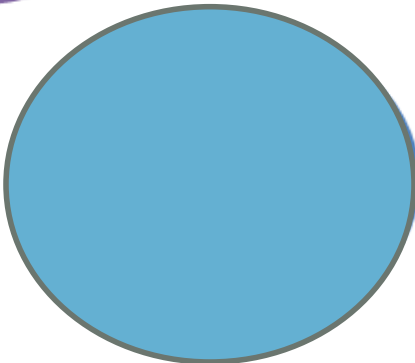
**Special  
Education  
Teacher**

**General  
Education  
Teacher**

**SC College- and Career-Ready English Language Arts Standards**

### Special Education Teacher

- Evidence-based strategies aligned to content
- Teaching strategies to mastery
- How strategies can be generalized to the content
- Differentiated instructional strategies



### General Education Teacher

- Content enhancements
- Evidence-based strategies aligned to content
- Teaching vocabulary and multiple models of how to apply content
- Reinforcing strategies
- Differentiated instructional strategies

ELA  
Standards  
Accessible  
to **ALL**  
Learners

# Day 3

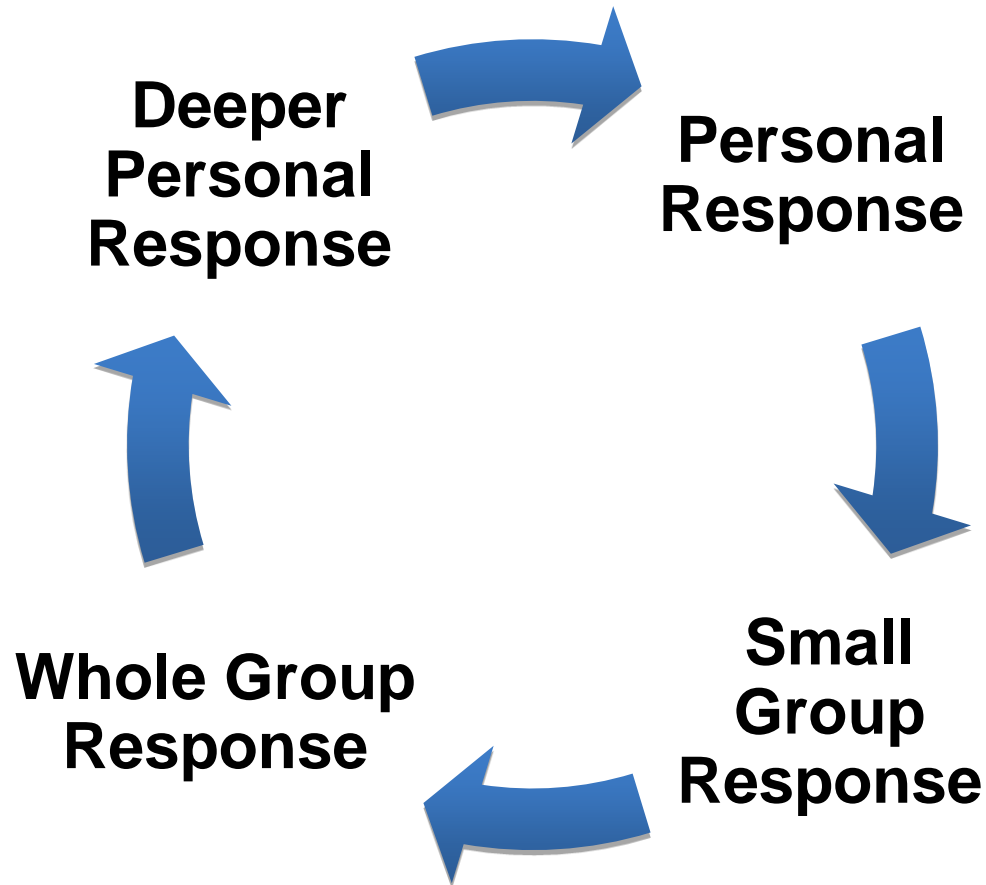
**I can model the use of the Fundamentals of Communication as I teach the Reading-Literary Text, Reading-Informational Text, Writing, and Communication Standards.**



***To understand another's speech, it is not sufficient to understand his words—  
we must understand his thought. But even that is not enough—  
we must also know its motivation.  
No psychological analysis of an utterance is complete until that plane is reached.***

Vygotsky 1986, p. 253

# Engagement Framework




# Questions Protocol with The Fundamentals of Communication



# Communication Standards

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.



Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

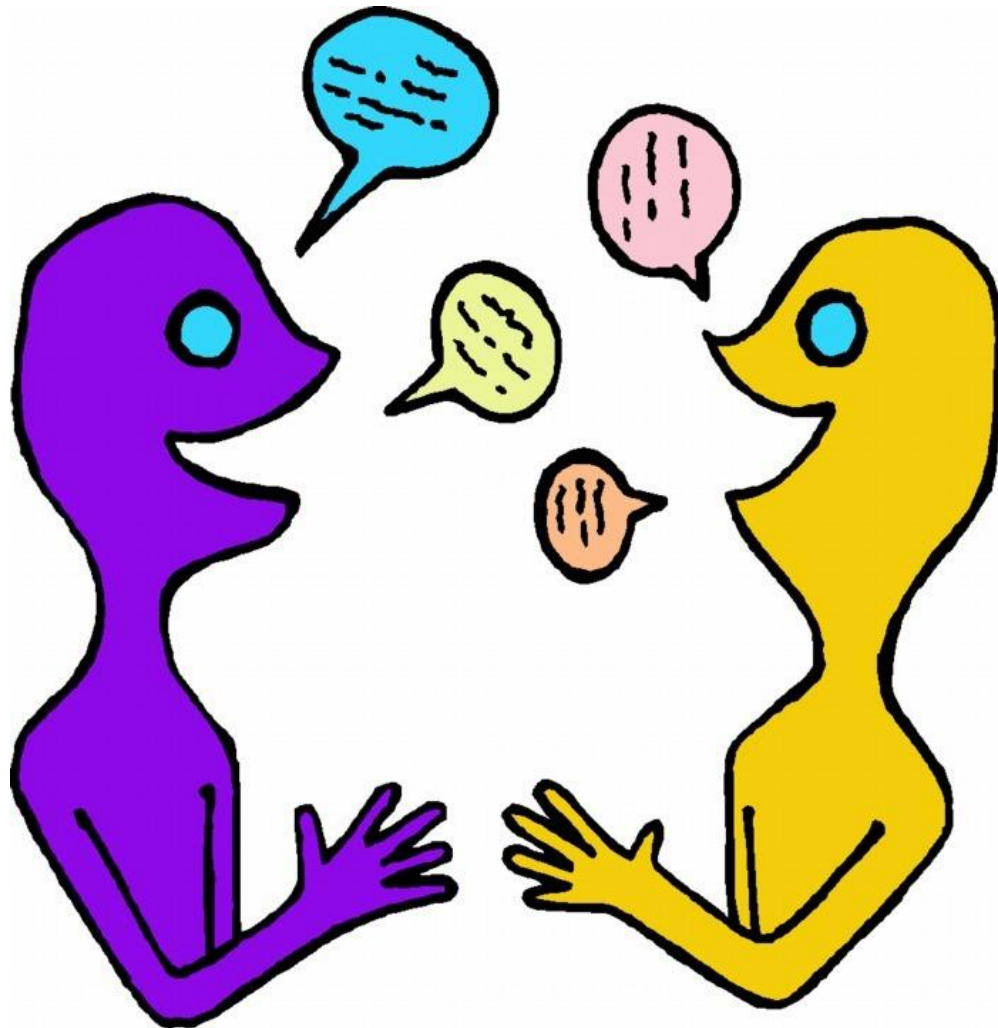
# Communication Standards

**Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.**

**Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.**

**Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.**

# Communication



# Accountable Talk

Talking with others about ideas and work is fundamental to learning. Not all talk sustains learning. In order for classroom talk to promote learning, it must be **accountable** – **to the learning community, to accurate and appropriate knowledge, and to rigorous thinking.**

# Accountable Talk...

- ▶ students **respond to** and **further develop** what others in the group have said
- ▶ **accurate and relevant** knowledge to the topic under discussion
- ▶ requires **active/attentive** listening
- ▶ requires **the use of evidence**



# ACADEMIC LANGUAGE

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# Text Coding Chart

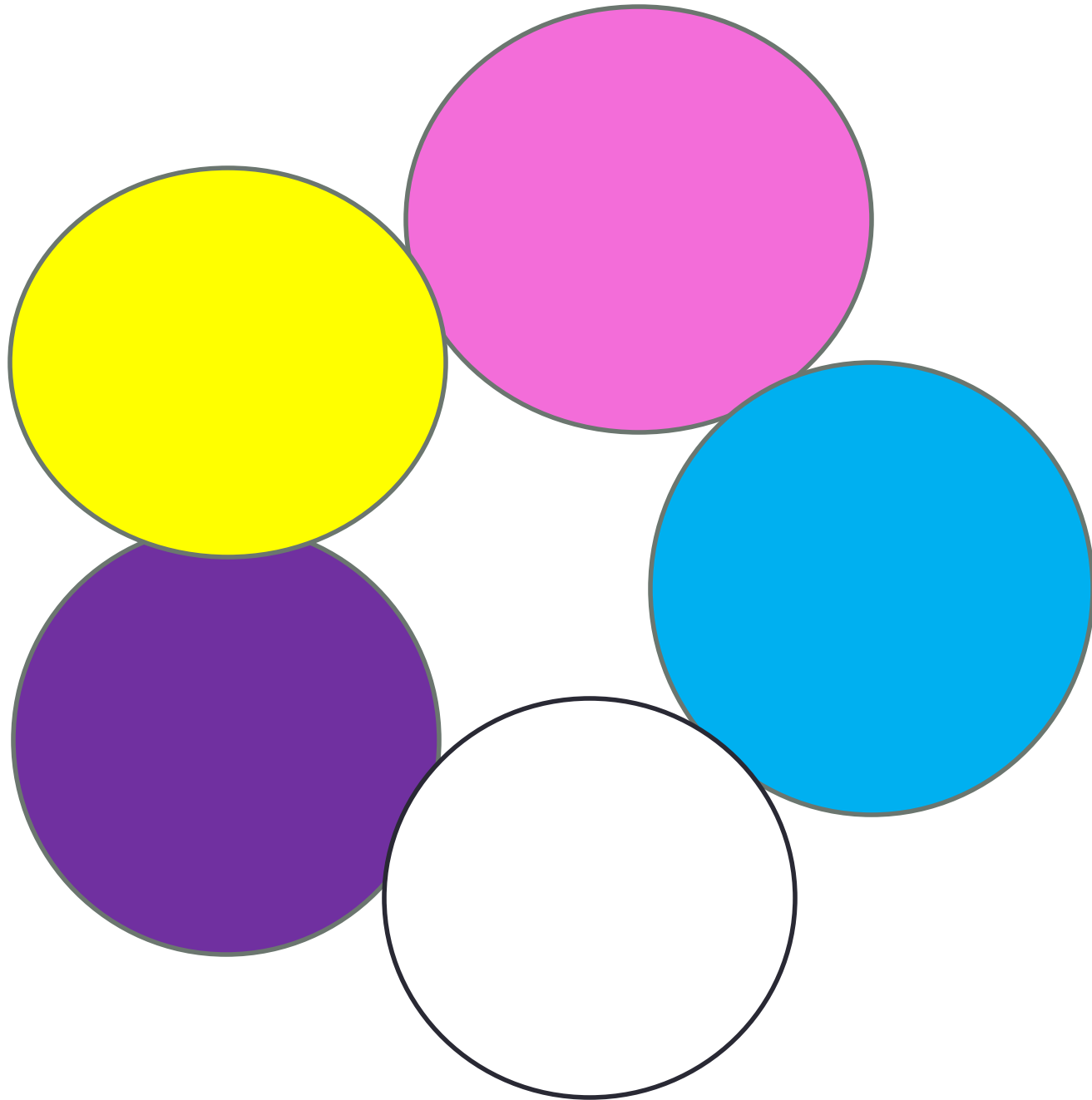
- Something known ✓
- New learning L
- Question Q
- Confusion ? ?
- Important Information ★
- Exciting or surprising information !
- A connection R

# Jigsaw



# Color Grouping

Groups should have each color represented: pink, blue, yellow, white, and purple.



# STANDARDS

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**Communication?**

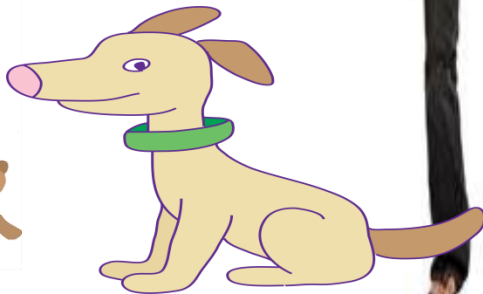
**Reading-Informational Text?**

**Inquiry-Based Literacy?**

# Teaching Communication



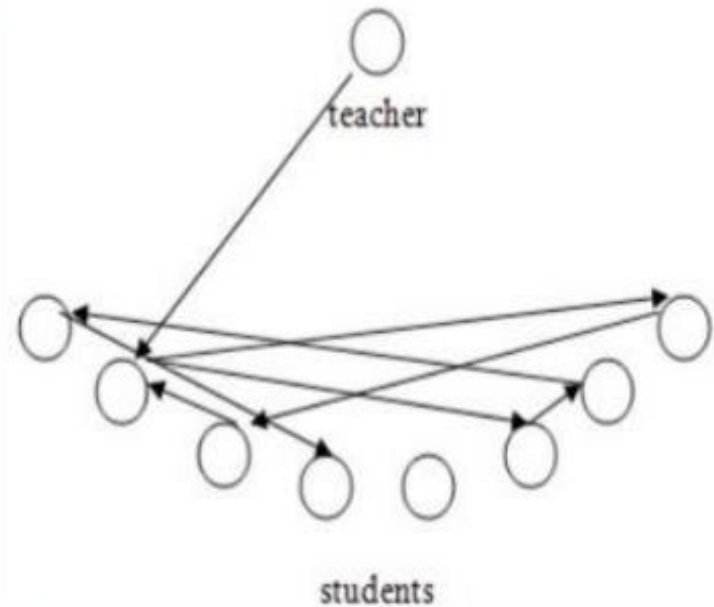
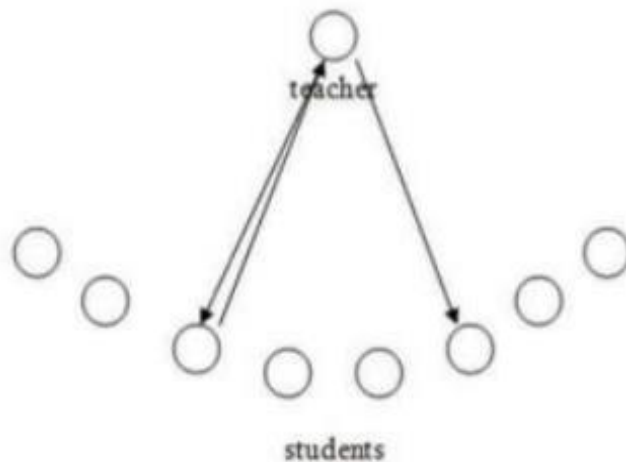
# Communication Expectations



# Think About It

## Think-Pair-Share

Compare & contrast these diagrams of classroom interaction. Which design do you think probably fosters the most successful students? Why? Which one looks like your typical class?





# Frames for Conversation Skills

Prompting the Skill	Responding
Can you elaborate on...	I think it means that...
What is the evidence for that?	For example...
Do you agree?	Then again, I think that...
I'm not sure that was clear...	So, you are saying...
What have we discussed so far?	The main theme seems to be...

# Profile of the South Carolina Graduate



## World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

## World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

## Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

Approved by SCASA Superintendent's Roundtable and SC Chamber of Commerce.

# Bringing it all together

- **Profile of the SC Graduate**
- **Fundamentals of Reading**
- **Fundamentals of Communication**
- **Inquiry-Based Literacy Standards**
- **Our classrooms/schools/district**

# Debriefing

- I'm beginning to think...
- I used to think...
- I'm changing my mind about...
- My new thinking is...
- At first I thought, but now I think...
- This makes me think of...
- Now I understand why...
- I learned that...
- I understand this because...
- Now I'm sure...
- I'm expanding my thinking because...

# Exit Slip

- 1. What strategy will I implement in my class?**
- 2. What are your hopes for tomorrow?**
- 3. Anything else?**